



# Washington State Department of Early Learning

*DEL PDC Meeting Notes  
November 24, 2008*

## *Professional Development Consortium Meeting Notes Tacoma, Washington, November 24, 2008*

The following agenda guided our discussion:

### **Overall Purpose of this Group's Work**

The consortium will make recommendations for strategy to DEL and ELAC, including:

1. Identifying and mapping the current professional development system for early care and education;
2. Identifying the gaps in the current system;
3. Developing recommendations for a statewide, integrated professional development system; and
4. Breaking work down into specific strategies with clearly identified outcomes and timelines.

### **Overall Outcome:**

A set of strategies and recommendations about effective professional development for early care providers that can be used as a resource for the Early Learning Advisory Committee (ELAC) and the Department of Early Learning (DEL) policy makers for the ultimate benefit of Washington State's children.

### **Welcome, Introductions, Agenda Review**

DEL Assistant Director of the SPC Division, Juliet Torres welcomed the group to the third meeting of the consortium. Juliet introduced the facilitator Rena Milare. Facilitator Rena Milare led the group in an exercise to determine the goals for today. The group expressed a desire to begin working on tangible products such as career pathways and articulation.

### **Meeting guidelines and Decision making process**

Juliet Torres explained the role of this consortium. This consortium will develop recommendations and/or projects to bring forward to the Department of Early Learning (DEL) and the Early Learning Advisory Council (ELAC). This group will inform DEL and ELAC about best practice and strategies for an integrated statewide professional development system.

Co-Chairs –Mari Offenbecher, Executive Director of Schools Out Washington and Sally Holloway, Coordinator of Education Programs for Whatcom Community College volunteered for the co-chair positions at the October meeting. Sally still wishes to fill that role, and Juliet will follow-up with Mari regarding her interest in co-chairing.

Mapping Project – Juliet explained the statewide mapping project, stating that DEL has made an agreement with ELAC to produce this product by June 30, 2009. The work of

creating this interactive on-line map will be conducted by a contractor, who will consult with the members of the PD Consortium.

Members of the PD Consortium expressed that similar work has already occurred, and that DEL should utilize current resources when embarking upon the mapping project. Juliet will ask Consortium members to forward all existing work to review what still needs to be gathered for a statewide map.

State of Utopia – Rena led the group in a visioning exercise, asking people to describe what the best possible outcome of this group would be. The group indicated that they want to ensure Washington State has a highly skilled and well-paid workforce and to provide care and support education for kids and their families.

### **Define populations of providers and children**

Juliet re-visited the October meeting, where we briefly discussed defining providers and the age range of children served. Juliet expressed that the work of this group cannot move forward without clarifying and defining these populations.

Defining age range of children – Juliet informed the group about the Department’s stance on the age range of children. The Department recognizes that we must think broadly and inclusively about the age range of children we serve, however, given the large task before us we must also prioritize where we target our services. Juliet also re-emphasized that the bulk of DEL’s funding goes to children between the ages of 0 & 5, while the department licenses facilities that serve children from 0 to 12.

After much discussion, the proposal was made to vote on an age range to guide the Consortium’s work. Utilizing the consensus process, participants voted in favor of a vision statement that encompasses 0 to age 12 with a priority area that addresses the needs of children ages 0 – 8.

Member of the Professional Development Consortium define the age range of children as follows:

The Professional Development Consortium envisions a system that prepares professionals to serve children from newborn to age twelve. This Consortium will focus on policy and program designs that serve children up to age eight, while considering the necessary linkages between systems as children progress through the educational setting. The age group focus is in line with community and technical college degree programs that prepare many early educators to work with young children.

### **Defining Providers** –

Consortium members voted 11 in favor of adopting the following NAEYC definition of provider:

The Professional Development Consortium is committed to supporting an integrated early childhood professional development system. This system “provides preparation and ongoing

development and support for all early childhood education professionals working with and on behalf of young children.”<sup>1</sup>

### **Visioning 3 Policy Areas, Define priority areas, Identify barriers**

Juliet proposed that the group break into 3 separate workgroups to address the first three policy areas in the NAEYC blueprint (Professional Standards, Career Pathways, Articulation). Members of the PD Consortium expressed concern regarding this process because they all have invested interest in the guiding of all three topic areas. Michelle Andreas suggested that we focus the entire group attention on Professional Standards because that is the area that will ground the professional development system. Rena asked the group to vision: What would Professional Standards look like in the state of Washington?

The group identified the following standards that are already in place:

- Licensing
- ECEAP
- Head Start
- Early Head Start
- OSPI – PESB
- CDA
- NAEYC
- NAFCC
- Military – DOD
- COA
- ITEIP
- WA State Skill Standards
- Tribal Standards
- QRIS

Some members of the group identified that providers should have education before they enter a facility discussing that minimum standards are already in place, but they are not high enough.

### **Next Steps**

1. Analyze the professional standards already in place
  - a. Susan Yang Affolter, Hannah Lidman & Juliet Torres will compile information on existing standards to create a comparative matrix
2. Research Professional Development systems in other states. Those identified include: IL, NM, OR, NH, CO, NC, VA, and MA
3. Study the NAEYC blueprint to ensure it is an appropriate document to guide our work. Also identify how the blueprint may not address issues pertaining to family child care.

Next Meeting - The Consortium will divide into smaller groups to determine gaps and themes across state systems.

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<sup>1</sup> LeMoine, S. (2008). Workforce designs: A policy blueprint for state early childhood professional development systems. *National Association for the Education of Young Children*, Washington DC.